



A STUDY ON PUPIL-TEACHER'S ACADEMIC PROCRASTINATION OF LUCKNOW DISTRICT

Shreya¹ and Mrs. Raj kirtee Rastogi²

¹ M.Ed. Student, A.N.D.T.T.(P.G.) College, Sitapur

² Assistant Professor, A.N.D.T.T.(P.G.) College, Sitapur

¹ Corresponding Author Email: shreyaa27@gmail.com

² Email: rajkirtee4481@gmail.com

ABSTRACT:

This study probed about pupil-teacher's academic procrastination of Lucknow district. The study was accomplished with the sample of 120 B.Ed. pupil-teachers of second semester from different colleges affiliated to Lucknow university of Lucknow district. Academic procrastination is one of the most important factor that an individual has to deal. Pupil-teachers are at transitional stage in which an individual is neither a student nor considered to have settled career so it important to study academic procrastination at this stage. In this study, Academic procrastination scale by Dr. Savita Gupta and Liyaqat Bashir was used for data collection. The finding of the study claimed that there is no significant difference in pupil-teacher's academic procrastination with respect to their gender and administrative nature of colleges, but Science stream pupil-teachers display more academic procrastination as compared to social science stream pupil-teachers. This study is a pathway to deal with key variable in the career of pupil-teachers are the future makers of the nation.

Keywords: ACADEMIC PROCRASTINATION, PUPIL-TEACHERS, ADMINISTRATIVE NATURE, COLLEGES.

INTRODUCTION:

Procrastination is very commonly used word which means delaying doing something you should do. Procrastination rise upto the due date. People procrastinate various concern such as personal concern, health related, domestic related concern, academic related concern. In academia, procrastination is a well-known, almost commonplace phenomenon. Students often delay tasks and activities inherent to learning and studying, despite knowing that they will be worse off because of the delay ([Steel, 2007](#); [Steel and Klingsieck, 2016](#)).

Academic procrastination has been a widespeard experience on schools, colleges and universities for decades. Researches had prime attention to academic procrastination of school going students and college graduates already. Academic Procrastination is a dilatory behavior which has made a significant students

percentage to suffer in our institutions. For instance, the association of poor academic performance and academic procrastination (**Beswick, Rothblum. & Mann.1988**). Concerns like anxiety, frustration, urge to attain perfectionism dominates student's discipline, control on self, and motivation in themselves. This lead to academic procrastination on academic work even when they want to get them done and before deadline, hence the stress finally makes them do their tasks. This process of delaying first and doing it on deadline become their habit.

Pupil-teachers are the connecting link of pupil and teachers as they used to be students and now going to be the teacher so the habit of procrastinating academic work is prominently found in them which affect their teaching skills as well as the education system of the country. Academic procrastination is a common behavioural problem affecting most students in both schools and universities (**Badri Gargari, R. Sabouri. H & Norzad, F. 2011**). Academic procrastination plays a significant role in interpreting a persons' anxiety, alienation, stress, fear of failure, low self-confidence, lure of perfectionism and other societal factors. As pupil-teacher are pupil cum teachers so it's really common to see procrastinating habit in them causes ineffective teaching skills that results in building a bad impression on their profession which may lead to low quality system of education as they are going to be the future teachers of the nation. As it is said that the future of the nation is built by teachers of the nation that's why there is a need of the study on pupil-teacher's academic procrastination for the sake of quality education in future.

NEED AND SIGNIFICANCE OF THE STUDY:

A pupil teacher is a linking key between being a student and future teacher, so its important to study academic procrastination. Academic procrastination among pupil-teachers arises various areas to study which is indeed is a matter of concern. Various studies have been found about academic procrastination among students at various stages and about pupil-teachers of Lucknow district. Very few studies have been found about academic procrastination among pupil teachers within various district of India yet there is a need of study of academic procrastination among pupil -teachers of Lucknow district with respect to gender, stream, administrative nature of the colleges of Lucknow district.

OBJECTIVE OF THE STUDY:

1. To study the pupil-teacher's academic procrastination of Lucknow district.
2. To study the pupil-teacher's academic procrastination with respect to their gender of Lucknow district.
3. To study the pupil-teacher's academic procrastination with respect to their stream of Lucknow district.
4. To study the pupil-teacher's academic procrastination with respect to their administrative nature of colleges of Lucknow district.

HYPOTHESIS OF THE STUDY:

1. There is no significant difference in pupil-teacher's academic procrastination with respect to their gender of Lucknow district.
2. There is no significant difference in pupil-teacher's academic procrastination with respect to their stream of Lucknow district.
3. There is no significant difference between pupil-teacher's academic procrastination with respect to

their administrative nature of the college of Lucknow district.

PROCEDURE OF THE STUDY:

Descriptive survey method was employed to study the academic procrastination of B.Ed. pupil-teachers. In this study, all the B.Ed. second semester pupil-teachers of colleges affiliated to University of Lucknow of Lucknow district were considered as population. The study involved 120 B.Ed. pupil-teachers (60 male and 60 female pupil-teachers) of second semester as sample. They were selected from 4 colleges affiliated to University of Lucknow district of Lucknow.

Academic procrastination scale by Dr, Savita Gupta and Liyaqat Bashir was used in this study. This tool was used to find out the academic procrastination of pupil-teachers. This scale includes 30 items which are based on four dimensions which has 5 point format i.e. Likert format dealing where each statement is rated as 5 for strongly agree, 4 for agree, 3 for neutral, 2 for disagree and 1 for strongly disagree. The validity of the scale was 75-85%. For reliability, Cronbach Alpha coefficient was 7.63.

In the information sheet data of the pupil-teachers i.e., their name, gender, stream, administrative nature of colleges, date of birth, and academic achievement were included.

In Descriptive statistics, Percentage, mean, SD were used while in Inferential statistics t-test was employed on the data for analysis and interpretations in the study.

ANALYSIS AND INTERPRETATION OF THE STUDY:

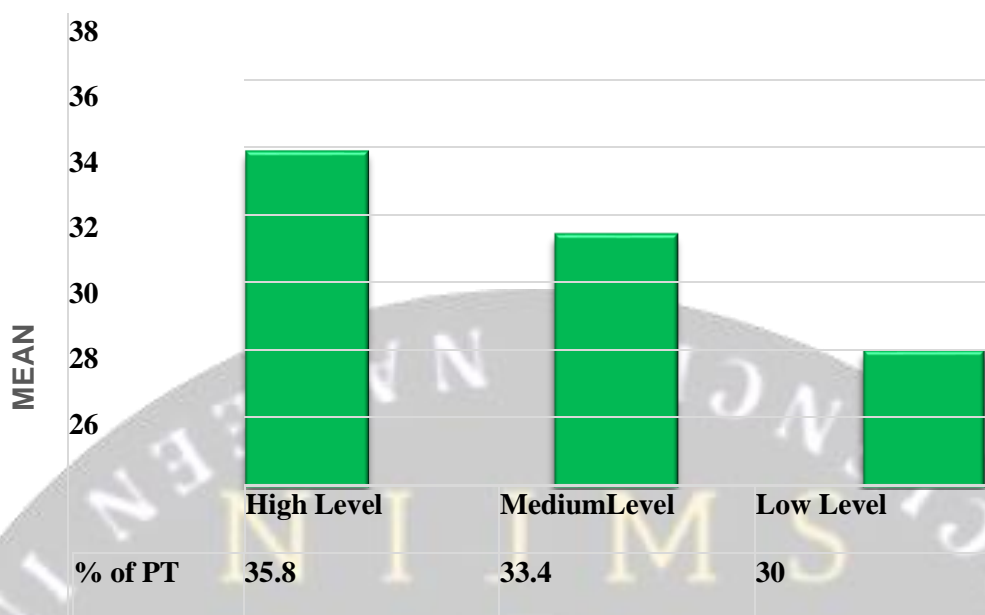
For the analysis and interpretation, firstly pupil-teacher's academic procrastination were categorized as High, Moderate and Low level according to score.

Scores	Classification	No. of pupil-teachers	% of pupil-teacher
119 and above	High level	43	35.8
82-118	Medium level	40	33.4
81 and below	Low level	37	30

Table:1 number and percentage of pupil-teacher corresponds to different level of academic procrastination.

Pupil-Teacher's academic procrastination (N=120)

In the above table it is clear that out of total 120 pupil-teachers 43 pupil-teachers i.e. 35.8% have high levels of procrastination who score more than 119, 40 pupil-teachers i.e. 33.4% have middle levels of procrastination whose score fall in between 82-118 and the rest of 37 pupil-teachers i.e. 30% have low levels of procrastination who score less than 81. These results suggest that 69% of pupil-teacher have different levels of classification in academic procrastination.

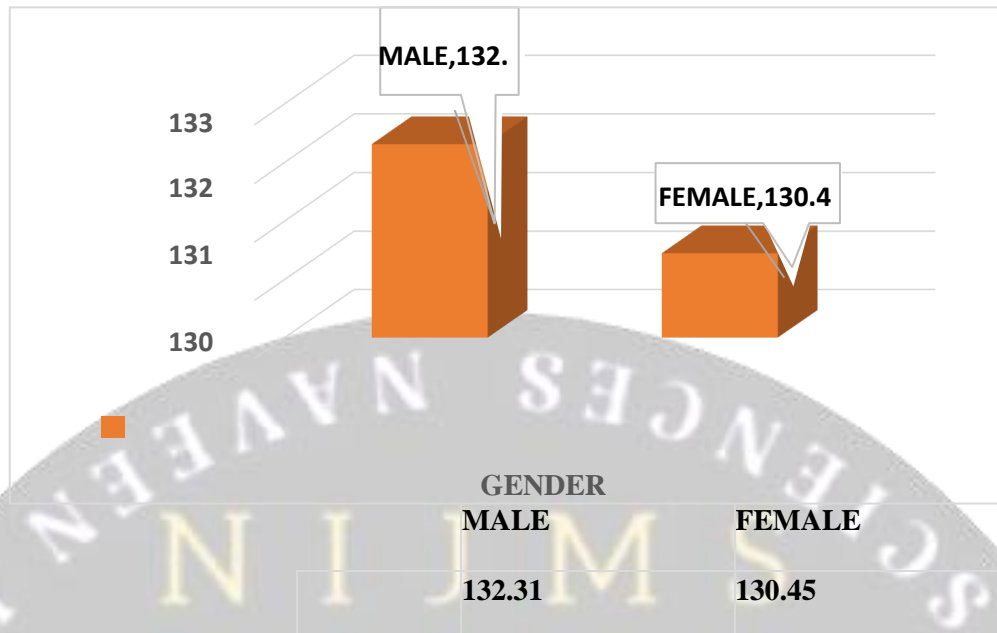


First hypothesis of the study stated “There is no significant difference between Male and Female pupil-teacher’s academic procrastination.”

Gender	N	Mean	SD	Mean Diff.	DF	Table value	t- Value	Level of Significance
Male	60	132.31	14.89	2	118	1.660	1.71	p>0.05 ACCEPTED
Female	60	130.45	16.72					

Table-2: Academic Procrastination of Pupil-Teachers with Reference to their Gender

Table-2 indicates that the difference in mean score between male pupil-teacher and female pupil-teacher is 3.45 with SD of 14.89 and 16.72 respectively. The obtained t-value on academic procrastination of male and female pupil-teachers is 1.71 which is insignificant. The null hypothesis ‘there is no significant difference in academic procrastination of male and female pupil-teachers’ is rejected. It can be concluded that there is no significant difference in the academic procrastination behavior of male and female pupil-teacher. It means, both male and female pupil-teacher equally procrastinate in their academic task.

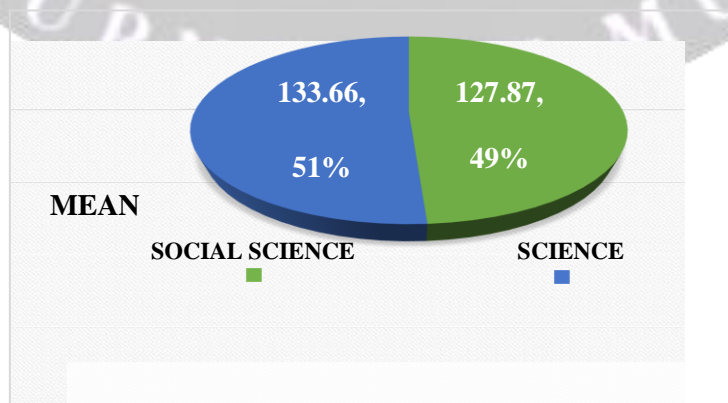


Second hypothesis of the study was “There is no significant difference between Social Science and Science pupil-teacher’s academic procrastination.”

Stream	N	Mean	SD	Mean Diff.	DF	Table value	t-value	Level Of Significance
Social Science	48	127.87	16.36	5.79	118	1.660	2.87	p>0.05
Science	72	133.66	11.32					REJECTED

Table 3: mean score of pupil- teacher’s academic procrastination of social science and science.

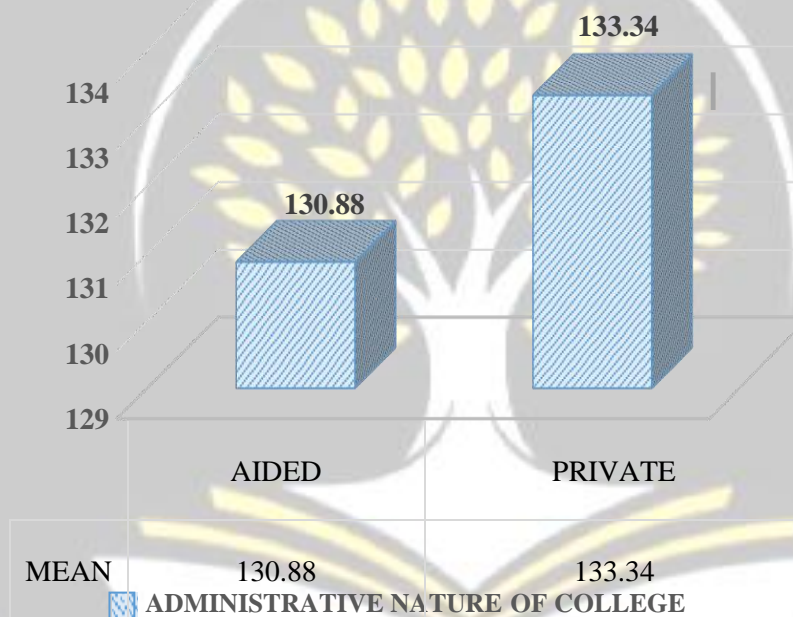
In the above table reveals that the mean difference of score between social science and science pupil-teacher’s academic procrastination is 5.79 with SD of 16.36 and 11.32 respectively. It further shows that the mean of science stream pupil-teachers is 133.66 and it is higher than the mean of social science stream pupil-teachers i.e., 127.87. The obtained ‘t’ value is 2.87 which is not significant at 0.05 level. The null hypothesis ‘there is no significant difference in the means of social science and science pupil-teacher’s academic procrastination is rejected i.e. the science stream pupil-teachers procrastinate more than social science pupil-teachers.



Third hypothesis of the study was “There is no significant difference between aided pupil-teacher’s and private pupil-teacher’s academic procrastination.”

Nature of colleges	N	Mean	SD	Mean Diff	DF	Table value	t- Value	Level of Significance
Aided	60	133.34	12.56	2.46	118	1.660	1.72	p>0.05
Private	60	130.88	13.97					ACCEPTED

In the above table indicates that the mean difference score between aided and private pupil- teachers on academic procrastination is 2.46 with SD of 12.56 and 13.97 respectively. The obtained t-value on academic procrastination of male and female pupil-teachers is 1.71 which is not significant. This means that there is difference between pupil- teacher’s academic procrastination of aided and private colleges.



RESULT AND DISCUSSION OF THE STUDY:

Findings obtained from the present investigation indicated that 35.8% pupil-teacher as high academic procrastinators, 33.4% as moderate academic procrastinators and 30% as low procrastinators. It means that most of the pupil-teachers have different levels of difficulties in academic procrastination.

In the present study, the effects of gender, nature of colleges and stream on pupil-teacher’s academic procrastination were comprehended. The result of the present study determined that there was no difference in academic procrastination with respect to gender.

Another finding of the present study suggested that there was significant difference in academic procrastination of social science and Science pupil-teachers. Academic procrastination was greater among science stream pupil-teachers in comparison to the social science stream pupil-teachers. This result may be due to the facts that work load (science project), laziness, and fear of frustration and failure, lack of self-discipline and greater level of impulsivity among science pupil-teacher. This study was also revealed that, there was no significant difference in pupil- teacher's academic procrastination of aided and private colleges. It means administrative nature of colleges is not a big determining factor of pupil- teacher's academic procrastination. Also, this study will help in various future researcher to significantly study other dimensions such as need of improvement in teacher training programs, development of self-regulation learning, guide to mental health and well-being, supportive learning space etc.

The results of this study various number of educational implications-

1. Gaining a better understanding about academic procrastination of pupil-teachers is a helpful first step in providing academic support to pupil-teachers.
2. Recommendations for parents to teach their children the value of working today and not to wait and delay till due.
3. In order to decrease academic procrastination tendency of pupil-teacher's motivational sessions, guidance and counselling services can be provided during their training period.
4. Inclusion of recreational domain in the curriculum can help in reducing a great extent of academic procrastination.
5. Facilitation of workshop and seminar by experts can provide various means to make various field of study interesting.
6. Advocates insightfulness into the way to approach critical and comprehension trait into professionalism among pupil-teachers.
7. An additional support system needs to be design with the help of peers or authorities in case of struggling with academic procrastination.
8. A positive learning space can leads to sustainable and collaborative atmosphere that results in improved learning skills and retention among such courses which leads to building in a good teachers.

CONCLUSION OF THE STUDY:

Academic procrastination is one of the most important key psychological factor for pupil-teacher's academic field which makes a key component in reshaping the career. Academic procrastination plays a significant role in interpreting pupil teacher's various area which influence them such as emotional, social, and psychological etc. With the help of this study, it can be acknowledged that academic procrastination among pupil teachers significantly approaches future professional practices that leads to their career advancement. Moreover, potential outcomes suggests that various studies may lead to various areas of studies such as in case of improved enhanced mental well-being, long term job satisfaction, and professionalism etc.

Hence it can be concluded that academic procrastination among pupil teacher advocates a tendency that lead to various changes within them with respect to gender, stream, and administrative nature of colleges that's why it is really important to have further deep study in order to deal with upcoming problems and challenges as pupil-teachers are the future maker of the nation.

REFERENCES

- [1] Ajayi, I. A. & Osiki, M. P.(2008). Procrastination among undergraduates in a Nigerian University: Implication for time management. *International Business management*, 4, 126- 131.
- [2] Akdemir, O. A. (2019). Academic Procrastination Behaviours of Pre-service Teachers in Turkish Context. *World Journal of Education*, 9, 13-21.
- [3] Balkis, M., 2007. The tendency of teacher candidates to postpone their behaviour is related to decision-making styles. *Pamukkale University Journal of Education Faculty*, 21(1): 67-83.
- [4] Balkis, M. & Duru, E. (2009). Prevalence of academic procrastination behaviour among preservice teachers, and its relationship with demographic and individual preferences. *Journal of Theory and Practice in Education*, 5(1), 18-32.
- [5] Beck, B. L., Koons, S. R., & Milgrim, D. L. (2000). Correlates and consequences of behavioural procrastination: The effects of academic procrastination, self- consciousness, self-esteem and self-handicapping [Special issue]. *Journal of Social Behaviour & Personality*, 15 (5), 3-13.
- [6] Ergene, O. & Kurtça, T. (2020). Pre-Service Mathematics Teachers' Levels of Academic Procrastination and Online Learning Readiness. *Malaysian Online Journal of Educational Technology*. 8. <http://dx.doi.org/10.17220/mojet.2020.04.006>
- [7] Ferrari, J. R., Johnson, J. L., & McCown, W. G. (1995). Procrastination and task avoidance: Theory, research, and treatment. Springer.
- [8] Haycock, L. A., McCarthy, P., & Skay, C. L. (1998). Procrastination in college students: The role of self and anxiety. *Journal of Counselling and Development*, 76, 317-325.
- [9] Joubert, C. P. (2015). *The relationship between procrastination and academic achievement of high school learners in North West province* (Unpublished master's thesis). Universty of South Africa, South Africa.
- [10] Lay, C. H. (1986). At last, my research article on procrastination. *Journal of Research in Personality*, 20(4), 474-495
- [11] Okeke, C. I. O., & Drake, M. L. (2014). Teacher as role model: the South African position on the character of the teacher. *Mediterranean Journal of Social Sciences*, 5(20), 1728- 1728.
- [12] Ozer, B. U. (2011). A cross sectional study on procrastination: Who procrastinate more? *International Conference on Education, Research and Innovation, IPEDR*, 18, 34-37
- [13] Ozer, Z., & Yetkin, R. (2018). Walking through different paths: Academic self-efficacy and academic procrastination behaviours of pre-service teachers. *Journal of Language and Linguistic Studies*, 14(2), 89-99.

- [14] Pala, A., Akyildiz, M. & Bagci, C. (2011). Academic Procrastination Behaviour of Pre- service Teachers' of Celal Bayar University. *Procedia - Social and Behavioral Sciences*. 29. 1418-1425. <https://doi.org/10.1016/j.sbspro.2011.11.381>.
- [15] Pychyl, T.A., Morin, R.W. & Salmon, B.R. (2000). Procrastination and the planning fallacy: an examination of the study habits of university students. [Special Issue]. *Journal of Social Behaviour and Personality*, 15 (5), 135–150.
- [16] Prohaska, V., Morrill, P., Atilas, I., & Perez, A. (2000). Academic procrastination by non- traditional students. *Journal of Social Behaviour and Personality*, 15, 125-134.
- [17] Badri Gargari, R., Sabouri, H., & Norzad, F. (2011). Academic procrastination: the relationship between causal attribution styles and behavioral postponement. *Iranian journal of psychiatry and behavioral sciences*, 5(2), 76–72.
- [18] Schouwenburg, H. C., Lay, C. H., Pychyl, T. A., & Ferrari, J. R. (Eds.). (2004). *Counseling the procrastinator in academic settings*. American Psychological Association. <https://doi.org/10.1037/10808-000>
- [19] Steel P. The nature of procrastination: a meta-analytic and theoretical review of quintessential self-regulatory failure. *Psychol Bull.* 2007 Jan;133(1):65-94. doi: 10.1037/0033-2909.133.1.65. PMID: 17201571.
- [20] Steel, P., & Ferrari, J. (2013). Sex, education and procrastination: An epidemiological study of procrastinators' characteristics from a global sample. *European Journal of Personality*, 27, 51–58. <http://dx.doi.org/10.1002/per.1851>
- [21] Van E. W. (2003). A meta-analytically derived nomological network of procrastination. *Personality and Individual Differences*, 35, 1401-1418. [https://doi.org/10.1016/S0191-8869\(02\)00358-6](https://doi.org/10.1016/S0191-8869(02)00358-6)
- [22] Steel, P., & Klingsieck, K. B. (2016). Academic procrastination: Psychological antecedents revisited. *Australian Psychologist*, 51(1), 36–46. <https://doi.org/10.1111/ap.12173>
- [23] Tuckman, B. W. (1991) The development and concurrent validity of the Procrastination Scale. *Educational and Psychological Measurement*, 51, 473 - 480.
- [24] Levent Vural, & Gülten Feryal Gündüz. (2023). The Relationship between Academic Procrastination Behaviors and Cognitive Awareness Levels of Prospective Teachers. *Elementary Education Online*, 18(1), 307–330. Retrieved from <https://ilkogretim-online.org/index.php/pub/article/view/1063>
- [25] Zarick, L. M., & Stonebraker, R. (2009). I'll do it tomorrow: the logic of procrastination. *College Teaching*, 57(4), 211-215. <https://doi.org/10.3200/CTCH.57.4.211-215>

Cite this Article:

Shreya and Mrs. Raj kirtee Rastogi, "A STUDY ON PUPIL-TEACHER'S ACADEMIC PROCRASTINATION OF LUCKNOW DISTRICT ", *Naveen International Journal of Multidisciplinary Sciences (NIJMS)*, ISSN: 3048-9423 (Online), Volume 1, Issue4, pp. 12-20, February-March 2025.

Journal URL: <https://nijms.com/>

DOI: <https://doi.org/10.71126/nijms.v1i4.31>



This work is licensed under a [Creative Commons Attribution-NonCommercial 4.0 International License](https://creativecommons.org/licenses/by-nc/4.0/).